

Macmillan McGraw-Hill
Math Connects, Grades K-2

Degree of Evidence regarding the Standards for Mathematical Practice:

Moderate Evidence

Summary of evidence:

1. **Make sense of problems and persevere in solving them.** There is moderate evidence of this practice throughout this series. This practice is especially well developed in a variety of applications. Students are often asked to explain their thinking in the, “Check”, “Writing in Math”, and the “Talk About It”, sections of this resource. Open-ended questions are used to ask students to explain and analyze their thinking. Multiple approaches and representations are used throughout the resource.
2. **Reason abstractly and quantitatively.** There is moderate evidence to support this practice throughout this resource. Substantial evidence was found for students discussing the reasonableness of their answers. Students are given opportunities to represent scenarios symbolically and apply the notion of properties to problem solving throughout this resource.
3. **Construct viable arguments and critique the reasoning of others.** There was limited evidence found of this practice throughout the series. Reviewers found some evidence of students communicating with others to hear, see, and critique arguments, but this practice is underdeveloped.
4. **Model with mathematics.** There was moderate evidence found for this practice. This is a particular strength of this resource throughout this grade span. Support for this practice is found in the Teacher Edition and the Student Work Book. Students are encouraged to use mathematical models and utilize tools to map related quantities, and evidence was cited for analyzing and drawing conclusions. The use of real-world situations is especially well developed. Reviewers found multiple examples of students applying mathematics to real-world situations, and the use of various models was found throughout the lessons.
5. **Use appropriate tools strategically.** There is limited evidence for this practice. Although technology tools are evident in various applications (student plus workbook online, multilingual glossary, math tool chest, and interactive mathematical games.), the reviewers did not find evidence of students using appropriate tools strategically and found only limited development of students realizing the strengths and limitations of tools.
6. **Attend to precision.** There was moderate evidence found to support development of this practice. Attending to precision is mostly developed through the consideration to correct and accurate vocabulary. Vocabulary resources are evident throughout, and the examples model precision. Opportunities for communication of this idea were found to be somewhat limited.
7. **Look for and make use of structure.** There is minimal to limited evidence of this practice throughout this series. Evidence was found for students to identify patterns and make use of structure. This is primarily approached through the use of prior knowledge in order to support the understanding of new concepts in the Kindergarten and Grade 1 materials. There was no evidence found for this practice in the Grade 2.
8. **Look for and express regularity in repeated reasoning.** There is minimal evidence of this practice in the sampled sections of this series. There were very few examples found of students discovering, understanding, or using short cuts. This practice was found to be particularly weak in this series.